

Talent and Advanced Academic Needs: Universal Screening Form

Teacher _____ School _____ Grade _____ Date _____

Listed below are behaviors that characterize students with advanced talents and/or advanced academic needs. Please refer to the attached sheet titled, "*Bright vs. Gifted Students*" prior to recommending any students. These are your students who stand out in an exceptional way from the "bright" learners in your classroom, ones with extraordinary needs for support and intervention.

General Intellectual	Academic Subject Areas	Leadership	Creativity	Visual Arts	Performing Arts
<ul style="list-style-type: none"> * uses advanced vocabulary *draws inferences between content areas *enjoys hypothesizing and asking thought-provoking questions * developmentally advanced sense of humor *already knows information, or learns rapidly and processes information quickly in comparison to peers *needs few (usually 1-2), if any, repetitions for mastery *asks thought-provoking, mindful questions *makes exceptional mental connections and transfers, using logical and abstract thinking in unique ways * intuitive knowledge that parallels high levels of thinking (synthesis, analysis, evaluation) 	<ul style="list-style-type: none"> *advanced intellectual capacity in a subject area; demonstrates expertise in the subject * easily memorizes and recalls information related to the subject area *high attention span and perseveres in learning about the subject area *enjoys meeting and talking with experts in this field * demonstrates an intense interest in the subject *operates at a much higher level of thinking than peers *asks in-depth questions about the subject area *discusses the subject in depth <p>List Subject Area(s) next to name(s) below:</p>	<ul style="list-style-type: none"> *takes an active role in decision making *foresees consequences and implications of decisions *inspires and motivates others *dependable; follows through on plans * sought by peers as a leader *takes initiative; accomplishes tasks in an exemplary way with little or no assistance from adults *learns from successes and failures * understands and uses school and community resources to accomplish tasks *leads and communicates well with students of all ability levels *leads the group in problem solving 	<ul style="list-style-type: none"> * imaginative and curious in an artistic or academic area *connects unrelated ideas in a way that is unique from most others * extraordinary problem-solving abilities; considers possibilities and solutions few would think of *seldom proceeds sequentially *loves controversial and unusual questions and ideas *enjoys new routines and spontaneous activities * prefers variety and novelty *vivid imagination *recognizes creativity in self *demonstrates intuitive methods of self expression 	<ul style="list-style-type: none"> *takes art work seriously; finds a high level of satisfaction in art *shows originality; works in ways no other students do *willing to try out new materials and experiences *fills extra time with <i>artistic</i> activities *interested in other people's art work; can appreciate, criticize and learn from others' work *recognized by others as an <i>artist</i> *likes to work with several forms of two-dimensional and three-dimensional art * may doodle when taking notes, uses graphics to organize thinking *the need to be artistic may override academic needs 	<ul style="list-style-type: none"> *exceptional coordination and sense of rhythm *shows keen enjoyment of musical or dramatic activities *plays one or more musical instruments (or sings) with higher than expected level of expertise *makes up original work *highly expressive in the area of performing arts *enjoys evoking an emotional response from listeners or viewers * shows unusual ability to dramatize or convey feelings and experiences in the area of performance *the need to be artistic may override academic needs
Names & Recommendations	Names & Recommendations	Names & Recommendations	Names & Recommendations	Names & Recommendations	Names & Recommendations

Additional Comments or Questions: